THE JOURNAL OF EDUCATION

Volume 133 OCTOBER 1950 Number 7

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As we go to press . . .

Of Interest to All Our Friends

The Journal of Education came into being just 75 years ago this month. Birthdays cannot be postponed, but celebrations can, and in this case will be. We have been thinking more of the next twenty-five years or so than of the past seventy-five. Judging from what many of you have told us, this oldest school magazine in America continues to be vitally important. If this be true, the publication deserves to be strengthened and promoted. A periodical that gives pleasure and profit to a smallish cross section of the school profession can and should serve equally well a much larger number.

At this point, we take pride in introducing Mr. J. Malcolm Calman, a recent graduate of Syracuse University, trained in business administration and journalism, who is newly elected president and business manager of the New England Publishing Company, the Massachusetts corporation that has owned and operated the Journal from the beginning. From now on, whatever signs you see that the magazine is going more places, making more friends, gaining new patronage, will be proof of Mr. Calman's activity.

No change of editors or editorial policy has occurred. For this you will have to wait some years, we hope. With part of the responsibility off our shoulders, we may do better, though you can only wait and see.

Our reorganization involves changes of address that should be noted. The offices at 8 Beacon Street, Boston, have been closed, but editorial matters will remain in the Boston area at 277 School Street, Watertown, Station, Boston 72. The new business office—for subscriptions and advertising and accounting — has been opened in Binghamton, New York.

Your letters of comment or suggestion will be appreciated at either office. Thank you and now the October Journal with its new nut-brown cover is ready to be read.

Your Textbook Reporter

Neighbors on Our Earth

Subtitles in a geography series are more enlightening than main titles. Thus **Neighbors on Our Earth** is identified by its secondary title as a book dealing with Latin America and the Mediterranean countries; the connection being the fact that Spain and Portugal and to some extent Italy have influenced the culture of Latin America and are, even today, similar in some ways to the lands below the Rio Grande.

The text before us is for the seventh grade. To get the order of presentation you need only to draw a line through Mexico and Central America, down along the west coast of South America and up through the easterly lands, then through the West Indies and across to Portugal with a final loop to encircle the big blue lake where western civilization began and has perhaps too long lingered in a sub-industrial condition.

Employing a simple vocabulary and treating of geographic truths and concepts instead of piling up details to be learned and forgotten, the authors have produced a sensible text that the average boy or girl should enjoy and comprehend. Evidently great care has been exercised in the choice of illustrations, most of them photographic, many in full color, and all so captioned as to make them an integral part of the teaching process. The questions and suggested activities likewise demonstrate good planning to awaken pupil interest. Too bad all of us can't take time to go back and review geography as presented in this attractive volume.

NEIGHBORS ON OUR EARTH. Whipple and James. The Macmillan Company, New York. $3.12

Second Year Algebra

You might suppose a text in algebra would never need revising. But as in geometry or trigonometry the teacher can always discover some new angle. Several such new angles or improvements appear in **Second Year Algebra,** latest edition, by Schorling, Smith and Clark. One of these is a set of rules for solving problems, problems of any sort. One recommended device is to guess the answer and see if the guess is correct. In this way the whole nature of the problem is made clear to the student and he can proceed to the proper solution by algebraic means. It sounds good.

Besides the usual review of fundamentals, and the gymnastics with quadratics, the simpler progressions, the laws of exponents, the binomial theorem and so on that one expects in such a course, there is an optional chapter on rates of change that may smooth the way to differential calculus, and a chapter on conic sections, designed to show some practical applications of the work on equations of the second degree. Yes, logarithms and a small sampling of trigonometry are included. Algebra stays the same, but whenever better ways of putting it across are invented we shall have revised versions and even brand new texts—though the latter will have to prove themselves and be revised in turn. It's endless.

SECOND YEAR ALGEBRA. Schorling, Smith and Clark. World Book Company, Yonkers, New York. $2.20

Secondary Education

Designed primarily for students in teachers' colleges, this new book, **Secondary Education,** could be read with profit by many a person already working in a high school. Some of us get into ruts and need to escape from them. So why don't we read up on what has been learned about high school practices during the years we have been employed and almost too busy to think?

Pretty much everything required to bring us up to date regarding secondary school theories and practices will be found between covers here. We shall not be told that a recitation method is vicious and never to be used. But we shall be shown the advantages of cooperative planning and other techniques considered more modern and effective. We shall find clear elucidations of general education, the core curriculum work-study programs, and guidance. We shall encounter whatever is new in organization and administration, including curriculum trends. Authorities are cited and the word evaluation keeps cropping up, but the authors give their own styling to the work and seldom wander off into abstractions without returning to concrete examples of what they a r e talking about.

SECONDARY EDUCATION. Alexander and Saylor. Rinehart and Company, New York. $4.00

Neighborhood Stories

Beginning with "Where Do You Live?" and proceeding with information on cities, villages and farms, **Neighborhood Stories** launches the child of seven or eight upon the study of geography. The book is the opening instalment of the well-known and widely used Atwood-Thomas Series. It uses a variety of made-up stories to show how the earliest people lived and how they gradually came to make simple tools and weapons, to cook their food over fires, to develop clothing, build shelters, and to carry things about in wheeled carts, with certain animals trained to do the pulling—after the women folk rebelled, no doubt, or because the cart and animal combination proved easier to operate. Anyway, the background of our present ways of living is all here, told in simple terms, first arousing curiosity, then gratifying it.

NEIGHBORHOOD STORIES. Atwood and Thomas. Ginn and Company, Boston

Basic Mathematics for General Education

To understand the language of mathematics one usually requires the services of a qualified mathematician as interpreter, and one is lucky if he can make sense of what the mathematician offers. Here, then, is something new: **Basic Mathematics for General Education.** It is a readable text, informal in style, that seeks to explain what a college freshman who is not a mathematical whiz needs to know about mathematical concepts and methods. It is not a collection of exercises or problems interspersed with directions for their solution, though some exercises and problems are included. Its main purpose is to show the variety of devices mathematicians employ to express quantitative relationships and to determine other relationships or facts from the facts stated. Naturally the core of the matter is reached in the chapter that takes up functions and the several

ways of showing how a dependent variable is changed by changes in one or more independent variables. Thus we see tables, charts or graphs, formulas, and the system of Cartesian coordinates. The values of algebra as a tool are impressively indicated. The normal curve is introduced in simple terms. One learns how the scientist expresses trillions without wasting ciphers. Again one is led to perceive the nature of logarithms as mere exponents of the number 10. The approach is fresh, audacious and enlightening.

BASIC MATHEMATICS FOR GENERAL EDUCATION. Trimble, Bolser and Wade. Prentice-Hall, Inc. $3.25

Student Teaching in the Elementary School

All of you who would like to relive your period of student teaching kindly raise your hands. No? Well, it is an experience every would-be teacher must go through. So why not make the best of it? Would you rather be tossed overboard before you have learned to swim, or be shown the strokes and guided by a competent instructor?

Student Teaching in the Elementary School undertakes to supplement the work of the critic teacher or supervisor, perhaps too the professor of education, by offering further directions and a fuller understanding of how to act in the given situation so as to derive most benefit.

The authors do not assume an ideal school or classroom. You will take what you find and make the most of it. You will do some preliminary planning. You will learn where materials are kept and what resources are available in the school and the community. You will get acquainted with the pupils. You will observe the way the school is administered, ascertain what you can of the philosophy and aims. You will note the atmosphere. You will be helpful without being obtrusive. You will try to integrate various subjects, to choose suitable projects, to regard discipline as guidance, and to evaluate your work. If you neglect this latter point, some one else will do it for you.

On the whole it is a sensible book. It should assist the student teacher and thus relieve to some extent the supervisor, not to mention the regular teacher of the class where the novice is testing his or her waterwings.

STUDENT TEACHING IN THE ELEMENTARY SCHOOL. Burr, Harding and Jacobs. Appleton-Century-Crofts, New York. $3.75

The Counseling Interview

An important part of any guidance program is suggested by the title of this new book, **The Counseling Interview**. In its 174 pages will be found a great many practical suggestions for the person who is to advise a pupil wrestling with a problem of what-ever sort. The counselor may be a full-time guidance officer, a principal or a teacher. The techniques are much the same in any case, though the circumstances differ. The consultant can't just sit there and wait for the story to unfold. He must establish a feeling of confidence, show understanding, be alert, be able to recognize what is significant. The author observes that the interview has the attributes of a drama. Each of the two characters may have prepared certain lines he is to say. But the interviewer's lines had better be adaptable to the situation as it unfolds. As to disciplinary cases, the counselor can do a better job if he has no authority to impose penalties. He can advise the pupil and often reduce the need for penalties. He can assist the administrator or the teacher in deciding what to do. The interviewer cannot learn from this or any other book precisely how to make his counseling count. But he can learn the underlying principles and much about how to approach the business and what to avoid. Herein lies the value of this particular treatise.

THE COUNSELING INTERVIEW. Clifford E. Erickson. Prentice-Hall, Inc., New York. $1.75

Language for Daily Use

Book 8 is off the press, to round out the **Language for Daily Use** Series. This volume, like those that preceded it, seems to be a well designed tool for enabling the teacher to do an effective job of teaching the basic principles of English, including speaking, writing and listening or reading. It sticks to a topic long enough to avoid the appearance of a bird hopping from bough to bough, yet not so long as to be boring—like the woodpecker. Grammar is reviewed and presumably clinched. Exercises are varied and abundant. Common situations calling for the correct use of words and sentences are drawn upon to make the work alive and practical. The book is attractively arranged and illustrated. In general the treatment is orderly, adequate and sensible, rather than spectacular. It contains just about what is needed in language skills before pupils take up more difficult assignments in the high school.

LANGUAGE FOR DAILY USE, 8. Foley and others. World Book Company, Yonkers, New York. $1.84

Textbook Prices Climb But Still a Bargain

How they did it isn't clear. But a survey shows the textbook publishers have "absorbed" one-fourth of the increased cost of paper, printing and binding they encountered during the past ten years. The survey took into account some 2449 leading titles produced by 39 publishers, who do ninety per cent of the textbook business of the country. While mechanical costs of books for the first twelve grades soared 82 percent, prices charged for these books were held to an advance of 61 per cent. The statement comes from Secretary Lloyd King of ATPI, which engaged a statistical firm to make the study. In the college field, texts have climbed more slowly, reaching an average of only 30 per cent above that of 1939, though manufacturing costs have risen 61 percent in the mean time.

During the same period, general wholesale prices doubled.

Evidently one good way to save money is to buy textbooks. At all events, you're not being gouged.

Book Sales Up 5 Percent

Another ATPI Survey reveals that total 1949 textbook sales were approximately $139,600,000, a gain of 5 percent over 1949. Of this total, elementary and high school textbook sales were estimated to be $88,300,000, a 8 percent increase over 1948, and college textbook sales $51,300,000, a 0.5 percent increase over 1949.

The estimated 1949 per pupils sales of elementary and secondary school textbooks was $2.92; the sales per college student averaged about $13.25 for texts in 1949.

EDITORIALS

THE IMPACT OF WAR

While everyone tries to guess how far the Korean fire will spread and no one knows the answer, educational leaders are torn between the desire to support the military effort and the equally important wish to keep school services functioning. Conferences between educational groups and representatives of government are occurring constantly. What school services are essential and what can be omitted without too great loss? It is all a question of immediate versus long-range values. Will teaching staffs again be depleted by enlistments and the call of industry for workers? Are we to see the grade schools weakened as they were during the recent war? Will the colleges once more be turned over to military purposes and their students diverted from the liberal arts to all-out science and engineering?

It will be hard to hold the line for the education demanded for achieving the peacetime goals of a democratic society and at the same time meet the requirements of the war emergency if these requirements expand enormously. The problem is a big one. Educators must see both sides of it and so must the public, including both government and civic leaders. Experience gained from world war two must be put to use. Education will make sacrifices. But education must not be sacrificed.

THE EDUCATED PERSON

The success of any educational program or institution must be measured by what it produces. So also must be measured the success of any teacher. The desired product is what we may call "educated persons." We aim at both quality and quantity. Society needs as many educated persons as can be made from the given raw material, and it needs each of these to be as truly and thoroughly educated as possible.

But what is meant by an educated person? At the risk of oversimplification, we venture to say that an educated person is one who has learned to view smaller things in the light of larger things.

The smallest thing in the world—the human world, that is—is one's self. Next to the smallest is one's family, one's own group, the people one knows and talks about. An educated person does not ignore these people or fail in his loyalty to any of them. But he recognizes the existence of one larger circle after another, the town or city, the state, the nation and the world. He knows there has been a long past during which men struggled to improve their situation, developed leadership, gained wisdom, found fragments of truth and tried to put them together, made blunders and strove to profit from them.

The educated person not only knows something of all this but gives it enough thought so that he does not regard himself as the all-important center of his own cramped universe.

The Book of Job describes a man so beset with trouble that he began to doubt if there was any mercy or justice at the core of things. Then one day he heard a voice asking: "Where wast thou when I laid the foundations of the world?" Is it too much to say that at this point Job became an educated person?

The Ten Commandments were designed to educate by requiring individuals to think beyond themselves. The later summary by Jesus, enjoining men to love God and their neighbors, suggested that we find out who our neighbors are and come to understand them, else how love them?

The educated person has acquired some sense of perspective, some long-range vision. Whatever vocational or scientific training he may possess is a useful tool. To the extent that society has given him this tool, he is obligated to repay society in terms of service rendered. If he fails to see this obligation and to govern his actions accordingly—he is not an educated person.

THE AMERICAN HERITAGE

The nation's number one melting pot is the great city of New York. School authorities there have discovered that the melting together of different cultures needs a lot of help. Accordingly the Board of Education's bureau of curriculum development, after conducting a number of small scale experiments, has produced a syllabus, copies of which have been given to all teachers below grade seven—a syllabus outlining what should be done to acquaint young pupils with the nature of the American heritage. Instruction in the kindergarten and the first two grades will necessarily be informal, based on daily experiences of classroom and neighborhood, laying emphasis on good personal relations. Grades three and four will have somewhat more formal lessons on living and working together. Grades five and six will take up the history and traditions of our country, the study of our forms of government, and the need for being good Americans. Pupils will be encouraged to organize democratically to improve con-

ditions in their schools. It looks like one of those obvious things that many another school system is trying to work out. Teachers will take to such a program much more kindly than to the forced swearing of non-Communist connections and pupils will be learning to understand their country better and to be proud of what its flag really writes against the sky.

More power to this redoubled effort by New York schools to make loyal and intelligent citizens. Other cities should emulate.

ATTEMPTING TO TEACH MORALS

An experiment in moral education has been going on for more than a year now, in a half dozen public schools of Kentucky. The plan is not one requiring special textbooks but is infused throughout the entire school program.

Teachers involved in the experiment attended a preliminary workshop at the University of Kentucky in the summer of '49, then tried it out in their classrooms, schools and playgrounds in the succeeding academic year, returning for another session this past summer. Here they compared notes, studied case histories and made new plans.

We have no inside information as to how the program is going. Probably there can be no statistics. Education in morals is as difficult to measure as are the effects of any particular medicine when mixed with other medicines.

But apparently the teachers feel they are accomplishing something of value. Some of them admit that they themselves have a new outlook on their task.

The principles of good conduct are never completely over-looked by teachers. Maybe they could do more in that matter than they are already doing. Certainly there is plenty that needs to be done by somebody or a lot of somebodies. The churches reach only half the children, possibly fewer than half. Many parents perform their part badly. If the schools can do more than they are doing, they should put on steam. And by concentrating on the idea, trying this and that, and developing better techniques they may be able to do great things.

All success to your experiment, Kentucky!

CHANGING HEROES

According to a recent survey, young Americans of today have discarded such traditional heroes as Washington and Lincoln and are idolizing Ted Williams, Benny Goodman, and Joe Palooka.

Possibly we should shed tears and wring our hands over this symptom of declining standards, but we refuse to do so. Even in that Golden Age of our own tender years our worship of the presidential great was rather forced, since the sketches given in our history books were too brief to grip our imagination as they were supposed to do. We develop our heroes by spending time with them, meeting them day after day, and admiring their performance.

Children nowadays have their heroes brought home to them, made familiar by radio, television, movies, printed cartoons, and sports pages. No one behind a desk or at a blackboard tells them they ought to venerate these contemporary characters. Hence the youngster who is interested in sports selects the Zeus for his Olympus from the world of sport, the would-be orchestra leader from the purveyors of the harmonies and rhythms he likes. It is all quite natural, realistic and sincere.

As parents or teachers, it would pay us to get acquainted with the heroes of the present so that we may discuss them intelligently with our juniors. We may even discover that the qualities admired by modern boys and girls are the stuff of which heroes are made, always and forever—courage, grit, unselfishness, fair play, loyalty and the other virtues.

FEDERAL AID IN SPOTS

Wherever our federal government steps in to develop an Oak Ridge atomic plant or a Tennessee Valley hydroelectric project, there arises a problem of whose job it is to provide schooling for the children of the workers. Naturally the local districts cannot immediately erect the necessary building and supply the necessary teachers for a suddenly jumped enrollment. Recognizing this difficulty, the army, navy, air force or special commission in charge of the area went into the school business.

Here was a situation so illogical that even a divided congress, bent on hurrying home to get itself reelected, was minded to take remedial action and did so. The result is that all districts experiencing a mushroomed demand for school facilities because of federal activities will be entitled to federal assistance, and such assistance will be administered by the U. S. Office of Education. If school buildings are required, Washington will foot the bill.

It is all quite reasonable, quite in line with the Hoover Commission's recommendations for unscrambling government agencies. Everyone has realized that local communities ought not to be penalized for a population influx due to federal activity. It is good to see Uncle Sam looking after his own babies, whether they be war babies or whatever. But it puts the Office of Education in a position to control certain schools, some 400 or more to start with, and that's a lot of schools.

EXCEPTIONAL CHILDREN IN THE CLASSROOM

LYDIA A. DUGGINS
Director, Reading and Study Clinic
Drake University

Although an increasing number of special schools have been established to take care of the educational needs of the exceptional child, a vast number of them are still enrolled in the public schools. This means that the regular classroom teacher carries a heavy responsibility for caring for the needs of these children. Most of these teachers do not have special training in this area and they are often bewildered by the necessity of meeting such varied needs and interests. However, the average classroom teacher can do much to make the educational experience of th exceptional child a pleasant and profitable one.

IF YOU HAVE A SLOW-LEARNING CHILD IN YOUR CLASSROOM ..... DO:

1. Keep character qualities uppermost in his educational program. Remember, he will be a citizen in his community in a few years and it is up to you to make him a good citizen.

2. Make him feel that his life and his work is worthwhile. Give him tasks that are within his abilities and interests so that he can feel successful.

3. Teach respect for the abilities of others and at the same time give him the opportunity to contribute and earn group approval. Knowledge that he has something significant to contribute will do much to build self-respect.

4. Remember that there is an essential difference in the way the slow learner learns the basic skills. Give many concrete illustrations. Repeat many times in different ways. Give concrete meanings to abstract terms from the child's own experience. Ask him to give illustrations of his own.

5. Give him many opportunities for physical as well as mental activity. Don't let him become a sitter. Keep him interested and growing. Field trips, construction, movies, pictures, slides and other audio-visual aids bring meaning to the slow learner and help him translate learnings into useful tools for effective living.

6. Stress the practical side of his education. Let him learn in arithmetic how to keep the records for his paper route and how to manage the family budget. In science, let him learn how to make simple repairs around the house or how to take care of his pets. In all subjects keep the essential learnings in mind and help the pupil to master them through application to his daily living.

7. Help him get vocational experience through doing part-time jobs in the community after school and during holidays. Know your community and its employment possibilities. Apply his job exeriences to his classroom work. The pupil who needs to read a driver's manual to pass a driving examination has adequate motivation for reading practice of the best kind.

8. Watch for special abilities in which he can find pride and build his program around these. Does he have talents in athletics? In mechanical ability? In art? In social abilities? These abilities may permit the child to become interested n many school subjects.

IF YOU HAVE CHILDREN WITH SPEECH HANDICAPS IN YOUR CLASSROOM ..... DO:

1.Convince him that he can improve his speech. Help him meet others who have improved. Encourage him in his efforts.

2. Refuse to worry about speech problems. Do not make the child or his parents over-conscious of the problem. Remember the child's personality, his ability to meet and solve problems, and his confidence in himself are more important than the speech difficulty.

3. Remember that many speech problems have their roots in nervous tensions. Keep the atmosphere calm and positive. Keep the child relaxed and happy.

4. To overcome a speech problem, the child must have practice in speaking correctly. Do not let him refuse to participate because of his speech handicap. Show him how to speak effectively and then give him many opportunities to do so.

5. Accept the child's efforts to improve and refuse to criticize him. Let him feel at all times that you KNOW he is improving and that you are proud of his progress.

6. Give the child with a speech handicap an opportunity to plan what he will say before you call on him. Tell him ahead of time what questions he will answer. Assist him in planning his answer so that success will be assured.

7. Give him many opportunities to tell the class about his hobbies, his pets, other subjects on which he can speak with confidence.

8. Singing and dramatics are valuable speech practice for this student. Encourage him to participate in singing and plays.

9. Do not try clinical speech correction in the classroom without direction. Use the services of a speech

correctionist if one is available and follow his instructions closely.

10. If the difficulty is the omitting of sounds or substituting of one sound for another, you can help by (a) finding out exactly what the wrong sounding is, (b) help the child hear the difference between the way he says word and correct way, (c) encourage him to use correct pronunciation.

IF YOU HAVE CHILDREN WITH SIGHT HANDICAPS IN YOUR CLASSROOM ..... DO:

1. See that he has the best lighting possible . . . at least twelve foot candles of light. See that he does not work with sunlight on his desk or with light shining into his eyes.

2. Encourage the home to provide adequate lighting and motivate more physical activity and less study after school.

3. Place the child where he can see to the best advantage. Allow him to change his seat whenever he desires to do so.

4. If the home cannot finance needed glasses, get the town clubs, the Parent-Teacher's Association or other such groups to assist in the purchase of them.

5. Avoid copy work for the child with visual difficulties . . . especially copying from a blackboard. See that he rests his eyes frequently and varies his activities between work requiring visual effort and physical acticities.

6. Work with his parents to keep him in the best possible physical condition. Any physical disability is an added strain on vision.

7. Work for a sight saving room in your school if you do not have one. Utilize it fully for the child who needs to learn to spare his eyes.

8. Utilize all aids to saving vision for the pupil who has poor vision. He may record his lessons rather than writing them. Large primer type can be used to prepare his reading lessons. Another pupil can read his assignments aloud to him. He can be taught touch typing to save strain on eyes.

IF YOU HAVE CHILDREN WITH HEARING HANDICAPS IN YOUR CLASSROOM .... DO:

1. Remember that every cold is a threat to good hearing. See that colds are not neglected.

2. See that the child is looking right at you when you speak to him. Speak directly to him. Avoid having your back to the window. Watch that you have the light on your face when you speak to him. Use signs as well as speech. Don't exaggerate your speech but use your normal voice.

3. See that the child does not isolate himself from class discussions. Seat him in the center of the room so that he can hear people on both sides of the room. Encourage him to participate in the discussion. Repeat points made for his benefit when necessary. In giving directions or asking questions, vary your phrasing as little as possible so that he can understand you more readily.

4. If you have lip-reading classes in your school or available in your community see that the children who need it are enrolled. The regular classroom teacher may learn to teach lipreading if this service is not available. Take a summer class at your local university. If the child is enrolled in a lip-reading class, discuss him with the teacher of the class, find out what you should expect of him, encourage him to use what he has learned, but always make him feel he is succeeding.

5. In giving directions to the class, step closer to the seat of the hard of hearing child. If you use verbal directions, give him a written copy to keep on his desk for reference. Give him a helping student during recitations and reading to help him keep the place in the book.

6. Suggest games he can play on the playground. Encourage the pupil leaders to see that he is included in the games.

7. Share your plans with his parents and suggest ways they can help him at home.

8. If there are special classes or schools for hard of hearing in your community, do visit them and observe the methods used by the teachers. You will have a better understanding of the ways by which you can help handicapped children in your classes.

IF YOU HAVE CHILDREN WHO ARE CRIPPLED OR WHO HAVE HEALTH HANDICAPS .... DO:

1. Contact the child's doctor and find ways in which you can help. Find out what the child can and cannot do and follow the doctor's suggestions closely.

2. Emphasize the social adjustment of the child. Enlist the cooperation of the other children in seeing that he is not excluded from play and classroom activities.

3. Help the child to gain satisfaction from the things he can do and to see his responsibility for following the doctor's directions to conserve his well-being.

4. Remember that the personality of the child who is crippled or has health handicaps must receive careful consideration. Help him maintain a positive and cheerful attitude towards his abilities and his responsibilities. Refuse to let him use his condition as an attention getting device. Require him to do the things he can do well and to do his share in class activities when it is within his ability. See that he gets enough rest by providing rest periods during the day and a place to rest. Share your efforts and plans with his parents so that you can work together for the child's welfare.

IF YOU HAVE A GIFTED CHILD IN YOUR CLASSROOM .... DO:

1. Develop and use his good ability by changing requirements to challenges, cultivating his curiosity, enriching his program by individual projects such as making collections, writing, adding additional subject ject matter from higher grades, asking for suggestions from other teachers, lending him books, arranging for interviews with noted people in the community.

2. Guard the gifted child's social adjustment. See that he develops in all areas rather than to concentrate on study, or in the area of his talents. Make him think of what there is to learn rather than what he already knows. Teach him that his gifts are a responsibility and opportunity to be of greater service to others. Let your emphasis at all times be upon what is good for this child's future rather than mere subject-centered programs.

LET'S LEARN AT HOME

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Are you pleased and satisfied with your summer's professional growth? Did you and your colleagues discover the answers you wanted and needed?

Whether we credit single salary schedules, administrative suggestions, conscience, or a burning love for learning, it is clear that an ever-increasing fraction of the total teacher-population will register for additional academic units in succeeding summers. Every year more and more teachers will be packing off to distant colleges and universities in order to learn and to acquire transcript credit for a little pile of course titles.

Certainly these summertime treks are not inspired wholly by a need to breathe the stale air of library stacks. And yet many teachers, veterans of arid summer sessions, have not been satisfied with the vague conjecture, repetitive content, fragmentation, and meaningless motions which have characterized some of the available in-service opportunities for busy, practical-minded teachers.

Unusual cultural opportunities in some colleges afford stimulating and refreshing experiences for teachers. But many teachers must learn working answers to the immediate professional problems facing them in September. They know they will be faced with surging classrooms of youngsters whose energies, interests, and immediate needs cannot be met directly with discourses on regression effects, Athenian education, or the several theories of learning. To be professionally competent, every teacher needs a thorough grounding in these matters. And yet some teachers already have an adequate understanding and awareness within these fields while others have never been privileged to see the relationships between such knowledge and the teaching and guidance of children. As one result, many teachers are convinced that professors have their two feet planted firmly on a thin white cloud.

Why don't we meet the real needs of teachers in a situation they can understand and appreciate? Why don't we give them what they need to teach school efficiently and pleasurably? Why do we insist on violating the very laws of learning which we so conscientiously list and describe? Why do we give them the research without making very clear the implications of that research for classroom teaching?

Teachers generally are ready to learn at the point where they are; they resent detailed reviews of known material and they do not enjoy the feeling of success when the concepts are above and beyond them. Teachers will learn when they see purpose in what they are doing, when there is an apparent relationship between the lectures and the reading and the wriggling children of September. Teachers will learn and retain their learning when the reward equals the effort.

Why, then, don't we take the units to the teachers? Why don't the colleges and the universities increasingly send out their professors into the mountain counties, the wide valleys, and the little towns? Here is a challenge to the bestowers of academic units to improve the teaching in the schools by going out into the local communities to offer the wisdom of experience and knowledge in an actual problem situation. How much more useful it is for groups of teachers to work together seriously for four or six weeks on curriculum problems, on instructional methods, or guidance programs, under expert leadership, than it is for those same teachers to disperse their energies and common interests in any work upon assigned papers probably not related to next year's teaching. When the professor goes to the mountain, there is greater probability of a fresh viewpoint upon familiar issues; in such a program, the resources of research and keen thinking are focused

upon the solution of a real and immediate problem.

There are other advantages: the cost is much less for the teachers; there are no tensions and worries engendered by housing and strange diets; and there is a constant invitation to learn about neighboring schools, their people, programs, and problems. A higher plane of professional spirit is fostered by this community fellowship. Moreover, new entrants into the school system can be introduced harmoniously and quickly into pleasant working relationships with their fellow teachers.

How can teachers in a school district arrange to learn more in the summer while staying comfortably at home? First, there must be what the books call a felt need; second, through the administrative officers of the district, a request must be sent to the nearest institution of higher learning for the organization of such a course. Ordinarily, these functions are handled by the college or university extension division.

Are there difficulties attached to such in-service plans? Certainly there are. Professors, as consultants to the working group, cannot lean upon their reputations, disappear into the false fronts of imaginary office hours, or hide behind their lecture notes. They have got to produce. Teachers cannot doze away the weeks with doodling; the school administration is not going to facilitate in-service training at home for drones. A third obstacle, the lack of an extensive resource library, cannot be wholly overcome. In one curriculum course last summer in California, the professor filled his car with appropriate materials and the district superintendent cooperated by obtaining examination copies of current texts from publishing houses.

For teachers who want to improve their teaching, and for administrators who want their schools competently and harmoniously run, the community workshop idea, under energetic, imaginative leadership, seems now to answer in part the imperative cries of bewildered directors of learning: "Why don't we get what is useful? Why don't they show us what the research implies? Why don't we learn how to work together in groups to solve our local problems?"

LIFE BEGINS WITH BOOKS

LOUIS DEJEAN
(Author of Junior Citizen)

Most of us dodderers born before 1900 will recall that boyhood favorites in fiction were the sugared rags-to-riches porridge of Horatio Alger and the swashbuckling adventures of G. A. Henty's stuffy pint-size Grenadiers. Popular gift books for little knee-squatter and big-boy spell-it-outer were Andrew Lang's fairy-tale sop-trickles in seven colors, Kipling's *Jungle Books* and Thompson's *Wild Animals I Have Known.*

Today's discriminating small-stuff whose reading is not limited to the so-called comics, demand more substantial fare; authentic tales of far places, ancient times or modern adventure, colorfully illustrated by firstrate artists who know their scenic background, period costume or airplane design.

To be convinced of their hypercritical palate, one has but to try entertaining an audience of junior high school age, from rostrum, by air-wave, or through the medium of printed and decorated page. Unless the offering is both dramatic and authentic, the quiz-kid response will likely be a bored "Oh, yeah? So what?"

Margery Evernden's three RANDOM HOUSE books for the very young reader have been acclaimed by the critics as "distinguished," "fascinating," "memorable" and "exciting." Librarians tell me that they have also met the rigorous laboratory test of juvenile reader-interest. After reading (with no inclination to gag) *The Secret of the Porcelain Fish,* a long-ago tale of a Chinese boy's adventures, and Miss Evernden's recent *Knight of Florence,* I am aware as never before of certain truths—truths which should be hammered into the consciousness of all what-was-good-enough-for-us educators. So, lend an ear, you of the wise old acres who shake the ossifying head with despairing resignation to the fast-spreading plague of child precocity and its companion spectre of juvenile delinquency.

The prerequisite to learning is attention. The prerequisite to attention is interest. Interest is a lens, a burning glass, which focusses the rays of attention into the whiteheat of concentration. As with the Hydrogen Bomb, which cannot be exploded without the ignition heat generated by the atomic fission of uranium, so must the concentration potential of today's high-tension young psyche be stepped up, by the emotional stimulus of suspense, to an incadescence (or something—that will keep this simile from confusing the reader as well as the writer) far more intense than the sputtering arc-light of knowledge in an era which knew not the

blessings of supersonic speeds or psychosomatic neuroses.

Today's normally inquisitive 12-year-old is conditioned to influences far more powerful as agents of distraction and disintegration than those to which the 1910 model youngster was exposed. Why, then, the not uncommon parent-teacher delusion that a sleepy-time story of a Peter Rabbit adventure will lull, if not entertain, the junior addict to Bob Hope's wise-crackles or Hopalong's galloping bang-bangs? It will not. Especially when the sandman's mood music is no cricket symphony or the soporific croak of Chester Bullfrog, but the pulsing snaredrum snarl of high compression power and propeller-bore from passing airliner.

There it is, my fellow put-puts in a hot-rod epoch. The 64-dollar answer to why so few of us can comprehend what our children (or grandchildren) want, perhaps require, in entertainment or other emotional pablum. The Rover Boys, Little Women, Beautiful Joe and Toby Tyler have gone the way of the one-hoss-shay. Buck Rogers, the Phantom, and a dozen other super-Houdini heroes are the dream-makers for twenty million young American Mittys (Mr. Thurber's Walter) in 1950-51.

The shiny side of the coin is that books like Margery Evernden's and those of artist-writers Clayton Knight* and Clancy Holling** are avidly gobbled up by the literate young escapist. Perhaps a peek into the background of a junior book author will interest you teachers and librarians whose responsibility it is to suggest extra-curricular reading.

Margery Evernden Gulbransen is the wife of a research chemist, and now lives in Pittsburgh with husband Earl and daughters Karen and Kristin. Margery gave California something to crow about when she, at the wise age of 12, left Florida to the alligators and took her family to the Golden Gate.

When we launched our School of Authorship in Berkeley—back in 1933—we offered two scholarships, on the basis of manuscripts submitted. Ruth Comfort Mitchell, noted California novelist and poet who had joined our lecture staff (along with Edwin Markham and Rupert Hughes) agreed with me that one of the scholarships should go a 16-year-old high school graduate named Margery Evernden. When she appeared in person, I could discern no genius halo above the combed-back, unshorn crown of carrot-red. Quiet, almost diffident, the inner fires of creative imagination concealed behind the mask of impassivity on the unpainted but lightly freckled young face, she looked far more the embryo trained nurse or kindergarten teacher than a potential conqueror of Parnassus. But our Derby selection paid off before the end of her first year. In HOUSEHOLD'S national contest for apprentice short story writers, the winner was—Margery Evernden.

Next year Margery decided to go academic, and took courses which would admit her to the University of California with junior standing. Though her four books would suggest the profound student of Chinese, Italian and Norse history and art, Miss Evernden majored in French—with sufficient zeal to march out Sather Gate after Commencement with a Phi Beta Kappa key pinned to her shirt-waist.

On the jacket of her Norse viking tale, *Sword with the Golden Hilt* (on sale by the time you read this), it says that Miss Evernden likes modern furniture, painting and literature, but is less than enthusiastic about modern music. "I still haven't heard a 20th Century Beethoven or Mozart." Her preference in background for her novels is, like that of another one-time Berkeley resident, Harold Lamb, the places and people of long ago. And Margery Evernden, like the author of *Genghis Khan, Tamerlane* and *The Crusades*, paints the past for readers with colorful brush and authentic design.

If the One World utopia is ever to be attained—we can still hope—our rising generation must learn something of other peoples, their history and traditions. Junior, unless his teacher is both inspired and possessed of exceptional dramatic instinct, will not acquire that knowledge and understanding from textbook assignments or classroom drill. It is up to the writers, and publishers, of the story books; books for parent to read, without pain, before giving to Butch and Betsy. Let us illustrate.

Our knowledge of India's geography, climate and inhabitants has been greatly enhanced by reading Louis Broomfield's fine novels. But our subconscious sensory impressions, tucked away for more than four decades, are those which will always color our picture, dilate our nostrils and goose-pimple our back-of-the neck. I mean, of course, the memory impressions etched by Rudyard Kipling's *Jungle Books*. (Gertrude Atherton once told me that the "atmosphere" which greeted her when she visited modern Athens could not have inspired her classics of Greece's Golden Age, *Jealous Gods* and *Immortal Marriage*.)

You art lover, you who think you know the great Italian masters back to 1300 A. D., tell me this: What did Giotto di Bondone drink for breakfast? Ha! Better trot to the nearest bookstore and get yourself a copy of that new book about the boy whose determination to become a painter like jolly old Giotto got him disowned by his sword-swishing nobleman sire. The *Knight of Florence* by Margery Evernden.

NOTE: Just tell 'em it's for little Petunia!

* Alfred A. Knopf
** Houghton Mifflin

WE ALL TEACH ENGLISH—OR DO WE?

JESSIE ALFORD NUNN
Vallejo College
Vallejo, California

Could be you didn't have English in mind when you majored in physics, mathematics, home economics, or machine shop, but teaching English is part of *your* job too. You see, practically speaking, it's our only means of communication. Of course the teachers in the English Department teach the stuff but the students are in English class about one hour a day each. The rest of their time is spent in history, photography, biology, cosmetology, sheet metal, and the like. Doubtless you've noticed they keep right on talking, reading, writing, and—if you're lucky—listening. That's where you come in on this business of English teaching.

You don't have to be able to breathe the breath of Shakespeare or know what the case of the subject of the infinitive is, or even to explain "A rose is a rose is a rose," but you should insist upon a good, usable standard of English in your class.

What is a good, usable standard of English usage for your class? It is one which fits the occasion. "Those misguided youths who loiter are extremely liable not to arrive on time," is pretentious and silly. "Those who don't hurry may be late," is reasonable. "Them there guys better git goin'," shouldn't be permitted.

One is judged by the English he uses. In democratic living one's use of English should not automatically place him on the wrong side of the railroad tracks, exclude him from some jobs, or cause him to feel inferior. Unfortunately, in many cases, poor English usage does just that.

No matter what your field is, you have a responsibility in teaching the sort of English that is correct and appropriate. Here are some points to consider:

1. Does the subject you teach entail any written work? If so, how about adopting a manuscript form on wide-ruled eight-and-a-half by eleven theme paper? Tests and themes written in pencil or green ink on small sheets, tablets and brown paper sacks may be wonderful, but who's going to read them? Blue or black ink is easy to read, and your eyes aren't getting any younger, remember.

2. When you have written work (most classes have some) do you require a reasonable degree of performance in penmanship, spelling, punctuation, and English usage? Of course you can recognize a split infinitive, a complete absence of periods, and the offensive originality of "Dere teecher, I diden do my outsize reeding," but do you do something about it—something besides moan?

3. What you can do is to have the below-standard paper rewritten. So what if the culprit doesn't have time to read the funnies and go to the "moom pitchers?" He can't have his homework and heaven too.

4. Students are greatly impressed by the teacher who has essay questions sometimes rather than a perpetual round of true-false, multiple-choice and the like. It's harder to get the answer from the fellow in the next seat. Students can't buy the answers from their friends in Period One, either, so they figure a teacher who can think up a system like that must really be an intellectual. Prestige is wonderful, isn't it. (Rhetorical question; no question mark.)

5. There is a simple way to improve spelling. In tests, especially the objective type, count every answer wrong that is misspelled, or take off one point if you don't want to be so drastic. Give fair warning, of course. If you don't want your students to know about photosynthesis and ticdouloureus, why did you make examination questions about them? *Well, why did you?*

6. A good number of students, strange as it may seem, really like your subject and are interested in knowing more about it than they can learn in class. They would enjoy required or optional outside reading. Now be reasonable. ECONOMIC HISTORY OF THE UNITED STATES OF AMERICA may be filling, but CHEAPER BY THE DOZEN is fun. Is your project marine life? Then there's MR. PEABODY AND THE MERMAID. Do you specialize in mental hygiene? Your students will find OUT ON A LIMB lively stuff. To give the student a break, his English teacher will probably let him use the same book for a report in English class too. Furthermore, English teachers are gladly available for special instruction and for help on problems.

7. People communicate by speech, too. In class conversation do you permit, "I ain't got it," to pass unchallenged, or "Them guys don't tell me nothing," "I can't hardly read," and "He done it," as well as "They

come home yesterday," and "We taken the examination?" Do you lend even silent approval to "geez," "cripes," and certain more colorful expressions? The idiom of the trail may be all right—on the trail. Maybe your students lean on the desk, talk through chewing gum, mumble, converse in monosyllables. A teacher who permits these things loses the students' respect. They get the notion that you don't know any better or that you're afraid to object. Are you a man or a mole?

8. Nobody likes to be criticized, but most people like to improve themselves. A carping monologue on a student's mistakes won't go, but a good summing up of the various types of errors made by a whole class, and an explanation of the correct forms, presented with humor and spirit by the teacher, is appreciated and gets results.

9. Then there is *your* performance in speaking, reading, and writing. Have you read any books since the COEFFICIENT OF CORRELATION BETWEEN MEASUREMENT OF MENTALITY WITHIN RACIAL GROUPS AS OPPOSED TO THE MEASUREMENT OF MENTALITY BETWEEN RACIAL GROUPS? Do you write anything but checks? (A Christmas card once a year to Aunt Minnie back in Iowa doesn't count.) If you are one of those "you was" people, some students will take that as the standard of correctness. If you think the English department is persnickety about participles and parsing and you "never did go for that stuff either," students will take their cue from you. Their need is for good, practical English. The ivory tower approach to this subject went out with high-button shoes and backyard plumbing. No English teacher now cares to read student themes on what daffodills think of spring. If you mumble your speech, is it false teeth, carelessness, or frustration caused by heavy spankings in early youth?

In the event that you are still with us, chances are that you're a hardy soul and teach because you like it. (This doesn't mean that the salary isn't appreciated too.) Good speaking, reading, and writing are a prelude to understanding and are necessary attainments for getting along in the world today. The public observes carefully the product we turn out. If that product can't read, write, spell, speak, or listen, his teachers are immediately liable, even if the student was apparently dropped on the head when he was a baby. Besides, if he's as poorly endowed as all that he can't get a job anywhere else and will likely go into teaching. See? Vicious circle! Let's do something about it.

TEXTBOOKS PLUS THE TEACHER'S VOICE

LOUIS FOLEY

Every once in a while someone comes up with an expostulation against "the lecture method." Several years ago a critic, excoriating "useless college courses and professors," stated as his opinion that "some courses seem to be designed to make so-called teaching merely a matter of *presenting material extracted from a textbook, which the student could better read for himself.*" (1)

This denunciation appeared to be based mainly upon the memory of an occasion when "a highly-rated professor" was lecturing to a large class who were doing everything except attentively listening, and he felt that "the time of both professor and students might have been spent to better advantage elsewhere." We may assume that he was reporting the occasion accurately, and we may heartily sympathize with his disgust at the futility of such a performance. Nevertheless we may still believe that he missed the point. Just because a certain professor—or as many as you like— may be guilty of wasting time in "so-called teaching" which is only half-hearted and mechanical, it does not follow by any means that the "lecture method" or the practice of reading aloud to classes what they "could read for themselves" is necessarily at fault. Probably it means simply that there *are* professors in whose view the teaching for which they are supposedly employed is mere time-serving, while their real interest is in "research" on the side which their official position makes possible. It need not apply to any teacher whose heart is really in the work.

Through many years of teaching experience, I have been more and more convinced of the importance of oral instruction. When I think back over my own undergraduate career, I find that even casual remarks made by some of my professors in the classroom have stuck in my memory and remained perennially helpful as very little of what we got by hours of reading in the library has ever done. From certain graduate courses in literature taken many years ago, the things that have best stayed with

(1) *Philip S. Hasty, "Proposals for Occupational Education," The Phi Delta Kappan, February 1946, p. 172*

me are passages which the instructor read aloud. In my own teaching I have often noticed in going over examination papers that impressions made by textbook assignments were evidently less clear and less permanent than comments or explanations which I had striven to make as well as I could orally in class.

After all, there is no cause for surprise in such phenomena. The kind of language that people use demonstrates unmistakably the same process. One has only to notice how new expressions—slang, trade-names, catch-words of advertising, technical military terms in war-time—are spread about by word of mouth and in no time at all are familiar to everyone. They may scarcely appear in print until they are already almost universally known. Or why are attempts at "remedial English", for the most part, so pathetically ineffective? The obvious answer is that the kind of speech that a person has absorbed, by *hearing* it constantly as he grew up, is so thoroughly learned that it cannot be offset in the comparatively insignificant amount of time he will ever have for formal instruction. So people who have gone through unlimited amounts of "higher education" carry on to their dying-day with crudities of grammar, distorted pronunciations, or provincial turns of speech, which they were accustomed to *hearing* in their formative years. Moreover, even with the technical or scholarly vocabulary with which they have later learned to interlard their conversation, the items that have become most truly naturalized in their personal domain are the ones which their contact with cultivated people has given them most opportunity to hear *spoken.*

There is also something to be said for certain by-products of a teacher's oral reading in class—always with the understanding that the teacher works at it as conscientiously and intelligently as he can. In the teaching of literature, even with selections not particularly "difficult," I have often seen students surprised and interested by perceiving things that had utterly escaped them until they heard the words read aloud in class. Of course I had the advantage of being already more familiar with the material than they had had time to be; I knew in advance (or thought I knew) what a given passage was supposed to mean, what sort of effect it was intended to produce. Accordingly I could read it with a feeling of sureness that we can hardly have about anything we are reading for the first time. But that was not all. Sometimes to my own astonishment, in handling material which I had taken the trouble to study rather carefully, all at once in presenting it orally to a class I became aware of aspects of it which I had not realized before at all, or at least had seen much less clearly.

There may seem to be something magical about such an experience. Yet it is quite understandable when we remember that living speech is more profoundly *human* than cold writing or print can ever be, however closely the latter may approach when it is managed with utmost skill. The person who reads aloud, so that the words sound like natural unaffected speech, is translating arbitrary, graphic representation of ideas into living expression.

Of course we are really doing just that when we read silently, but being "on our own", not subject to any obvious sanctions, we are likely not to exert our attention to the same degree. Whereas, confronted with the responsibility of reading aloud in public—if we are working at it seriously, that is—the fact of having to recognize continually and instantly just how everything is to be *said* makes more conspicuous a good many details that we might otherwise miss. This kind of test will bring to light various flaws and weaknesses in writing which would ordinarily "get by" well enough. In stories written by highly-reputed authors, whose artistic sincerity I would have taken for granted, it has revealed to me many touches that were unmistakably "phoney," cheap tricks of style that represent bluffing or bombast rather than honest literary effort. Along with such disillusionment, however, it has brought me a more profound appreciation of gems of literature whose genuine quality, whose integrity of craftsmanship, I should never have fully realized without coming to know them in just that way.

As a way of showing to students the faults or weaknesses in anything that they have written, reading their compositions aloud will often bring out the point in question more clearly than any other means. It enables them to understand at once how their words appear to someone else who regards them from an objective point of view. When they have laughed *with* an instructor at the obvious ridiculousness of mistakes thus brought out, and have seen why things should have been expressed otherwise, they have had the kind of lesson that one does not soon forget.

Incidentally, there does exist a special (limited) category of modern literature which it would be impossible for anyone to read satisfactorily aloud. For its intended effect it depends to a considerable extent upon the visual impression of the printed page. Such for instance is the short story by Henry Cuyler Bunner, *The Love-Letters of Smith,* where Smith's peculiarities of spelling (and in one case punctuation) are an important element of humor in the notes which he writes and around which the story is built. An even more striking example is *A Hamerton Typewriter,* by Eliza Orne White, (2) a tale which is made hilariously funny by the physical ap-

pearance of the several typewritten letters involved, with the surprising though plausible mechanical errors made by an amateur typist. Needless to say, that sort of writing stands for what it is, which is what the subject-matter requires it to be.

During the heyday of F. D. R., a witty commentator remarked that while of course we knew that all the broadcasts from Washington by congressmen or government officials were prepared for them by ghost-writers, the President read his as if he actually understood them. This was no mere wise-crack but a really intelligent statement. Most people are far from realizing how very important it is to become thoroughly familiar with anything that one intends to read aloud in public.

For satisfactory oral reading, we must be prepared in advance against surprises. It is necessary to be familiar with the thing as a whole in order to understand what is intended to receive emphasis, and in what relative degree. In every phrase, every sentence, every paragraph, we must already know where we are. Otherwise there happens inevitably, at least once in a while, just what we observe commonly in speeches which people undertake to read without proper preparation. The plan of a sentence in its entirety not being seen promptly enough, the first part will be read as if the statement were going to turn out in another way. Then the reader is disconcerted; he has to choose between letting it go as a bad job and awkwardly breaking the continuity to re-read it. When you are not sure just what is coming, you are extremely likely to give emphasis to the wrong words, possibly with serious damage to the real meaning, and in any case with some undesirable effect.

(2) *In "A Browning Courtship and Other Stories," by Eliza Orne White, Houghton Mifflin Co. (1897), p. 119.*

It is quite evident that a good many persons, who would be "on their toes," straining to do their best, if they had to make a speech without notes, will immediately "let down," and resignedly accept a dead level of mediocrity, when the task before them is that of "merely *reading*" something before an audience. They seem to feel apologetic about it, as if they thought they were not really *doing* anything whereas (however uncomfortable) they might enjoy a certain g l o w of satisfying achievement if instead they were "delivering an address"! Now surely a little reflection should show anyone that such a negative, defeatist attitude is unrealistic and unnecessary. The true situation is that the reader has an enormous advantage which he has only to accept positively and proceed to exploit.

The written or printed text which he holds in his hands is a dependable protection both to him and to his listeners. He is shielded from danger of blocking by stage-fright, from sudden lapses of memory (which can happen to anybody), from ever having to fumble for the exact words he needs, from straying into irrelevance or disposing his time disproportionately, and from the constant burden of keeping his mind partly on what he is to say farther on. So he is completely free from worry. If an inspiration of the moment prompts him at any point to add a remark or two on the side, he can do that without risk of going off the track. Meanwhile his hearers are protected against the boresomeness of fumblings or hesitations, against nervousness or embarrassment *for* him if he is ever at a loss, against the wearisome infliction of "uhhh" or wordy repetitions while he stalls for time, trying to recapture what he does not fully command. Clean-cut expression, unmarred by annoying overtones, makes the thought easy to follow.

That is, of course, it *can* be like that. It really would be so, however, if only the person who is called upon to read aloud in public would wholeheartedly adopt a simple principle. All he needs to do is to take the job just as seriously—and *work at it just as hard*— as he would if it were a matter of "making a speech" in the ordinary sense. In fact, if he worked at it only *half* as hard, the result should still be considerably better than anything that he could produce without the paper safeguard. The business of "working at it" naturally begins well in advance of the presentation; it requires becoming thoroughly familiar, quite "at home," with what you are to read.

In his *Auld Licht Idylls*, James M. Barrie told vividly how "Providence flung Mr. Watts out of the Auld Licht kirk." As a probationer, Mr. Watts seemed in a fair way to be chosen by the congregation as their new minister. But "a breeze from heaven exposed him" on the fatal Sunday when, on account of the large attendance, the service was held out of doors. The congregation, who had been on the point of calling him to their church, were scandalized to the last degree when a gust of wind, blowing his sheets of paper into the air, revealed the disgraceful fact that he was actually *reading* his sermon!

Now, since he had previously appeared to his listeners to be speaking spontaneously, we must suppose that he was reading very well, holding easy control of his address, following his manuscript smoothly without looking at it too often. If what they wanted was the delivery of a well-constructed sermon, surely they had a better chance of getting the desired result in that way than by trusting to the uncertainties of a preacher's impromptu utterance, always something of a risk. From a religious point of view, it is a curious way of thinking to believe that

a preacher can be divinely inspired only when he speaks without notes, and that the Deity is not genuinely speaking through his intelligence in the labor of preparing a message carefully in advance, so carefully that its finished form seems important as the best that one can do.

Among many people, however, there remains a deep-seated prejudice against a speaker's reading an address from a manuscript, instead of delivering it freely offhand. Perhaps this is connected with a suspicion that the person is not sufficiently sincere, not really sure of his facts or opinions—the feeling that if he only knew his subject well enough, he would be able to get along without documentary assistance. Or may the explanation be mainly that people have a mind-set against public reading in general because so often they have heard it badly done?

EXHIBIT FOR FACULTY ONLY

RICHARD C. SPITZER
Curriculum Director
Gloucester, Massachusetts

How about an exhibit of pupil work arranged by teachers for teachers? Has it any value? Gloucester teachers think so. Recently, under the leadership of the elementary supervisor, they gathered into one of the elementary schools (Gloucester has 14) a representative collection of pupil work in social studies in order, among other things, to see what had been accomplished by the curriculum revision of the past two years.

However, considerable attention was given to two other areas of instruction which concerned the teachers at this time. These were the vexing problem of seatwork, and the matter of progress in the arithmetic workshop.

During the school year the elementary supervisor had been gathering examples of good and bad seatwork. A day or two before the exhibit, a special committee consisting of three classroom teachers, two art supervisors, one elementary principal, the elementary supervisor and the director of curriculum made an evaluation of the seatwork collection. Examples of meaningful, artistic seatwork were then mounted on large sheets and hung to contrast with examples of typical time-wasting "busy work". This attempt to evaluate the material was the outstanding feature of the exhibit.

Meanwhile, materials for the teaching of arithmetic which had been approved by the teacher committees and the consultant had also been mounted. This part of the display had considerable psychological value for the teachers who had served on the various committees of the workshop throughout the year, since here was tangible evidence, presented for all to see, that the workshop had made progress.

The exhibit was held in the combination cafeteria-gymnasium of the East Gloucester School, one of the new 300-pupil buildings opened just last fall. Cafeteria tables, which fold into the wall, were used to particular advantage for the display of models, dioramas, topographical maps, and booklets. Since a minimum of wall space was available—and that of a kind to which tape will not adhere—much improvising was needed to obtain display surface. The volleyball standards and net were erected running the long way of the gymnasium. Many of the larger murals were then pinned to the net. Even step ladders were set up and covered with instructional materials, and all easels and chart racks were confiscated from classrooms.

When all was ready, the art supervisors made a tour and wrote many constructive comments, each of which they signed and pinned to the displays. Evaluation again!

Of course there were tea tables and an informal, pleasant atmosphere in which to view the exhibit. These should not be overlooked. But the main feature of this exhibit was the attempt to draw a clear distinction between the more desirable activities and materials and the less desirable activities and materials. This was an exhibit with a purpose more subtle than the mere winning of compliments for work well done. Some of the old competitive spirit was evident, it must be admitted, encouraged unfortunately by the labeling of each item by school and grade. Next time the name of the school will be omitted! What matters is not, What school did the work? but rather, What is good about the work?

Nevertheless, experience has shown the need for greater information about each item displayed. For example, accompanying each mural there ought to be a statement of the circumstances under which the work was done. How many pupils participated? Whose idea was it? What was the purpose? How much supervision did the teacher give? How many hours were spent to complete it? If the work was done in school, how was time made available? Is this the work of generally superior pupils? Average? Retarded? This kind of background information is

essential for fair evaluation.

Moreover, in order to profit from an exhibit of this type, it is necessary to know why the exhibit has been staged and what those who view it may expect to find. Perhaps it would be well to have teachers meet in the auditorium for a "briefing" by the planning committee. It might even be well to adopt the common museum technique of forming small groups, with one member of the committee acting as a guide and interpreter. Such an arrangement might help to overcome the tendency—after a hard day in the classroom—to glance cursorily about and then leave for home!

Perhaps materials for display could be selected with even greater concern for the basic teaching principles which they exemplify. Perhaps, rather than one general exhibit, there could be several carefully planned centers of interest, built around those same basic teaching principles. Perhaps teachers could be convinced that the value of the display materials lay in the doing and that their final resting place should be in a bonfire, not a schoolroom cupboard.

Yes, there's no "perhaps" about it: the suggestions for improvement are many. More than ever they serve to convince Gloucester teachers that the possibilities of the exhibit as a pleasant, effective in-service technique deserve to be exploited.

EVALUATION

WILLIAM E. GILLIS
Superintendent of Schools
East Haven, Connecticut

An evaluation is a process which is prevalent in many states, including Connecticut. A group of teachers, principals, superintendents, professors and laymen arouse themselves from their lethargy and head for a place pin-pointed on our fair map. This point has already been designated by some mysterious folks at the State Office Building and the inhabitants, having been warned, are all ready with doughnuts and coffee Neither rain nor sleet nor fog nor heat can hold back the evaluators from their chosen task. Each evaluator, for at least two days, is an expert; that is, a stranger with a brief case and he just revels in the whole thing until he gets back home to reality.

After the preliminary eating and drinking and the "Oh do you know him?"-ing everyone dashes around peeking into classes, questioning kiddies and admiring teachers of the opposite sex. Then the committees get to work and give their reports on the final day while the local staff awaits the verdict. One committee recommends more mathematics and another recommends less mathematics. The science teacher evaluator recommends that courses in science be required of all pupils. Each committee freely recommends additional staff members which total up to 50% of the present staff. The Committee on Plant recommends that the school be scrapped and a new one built. Here and there a word of praise is cast before the staff who eagerly grab at such titbits with glee. Never does an evaluation committee close its work without honeyed words about the wonderful cuisine. They have theoretically increased the budget by leaps and bounds; they have given advice freely; they return home feeling that their own school systems aren't so bad after all.

Last spring the Bedford Junior High School in Westport was evaluated and Dan C. Anderson, a representative from the School's Father's Club penned the following report, which is too good to keep from the public view:

One-third of Bedford's pupils fled
With craven pleas of flu, to bed;
Less canny, or more bold Horation,
The rest withstood evaluation.
Evaluators (true to form?)
Rode to the school upon a storm,
And once within its brick and stone
Stirred up a tempest of their own,
By giving vent to inquiries
Like---taking random samples—these:
"Have you a great and guiding aim?"
"What is that English Teacher's name?"
"Are lockers orderly and neat?"
"When did he say that we would eat?"
"Do you stress math or home ec more?"
"Is there a washroom on this floor?"
Who? What? Where? When? Which? Whither? Why?
On teacher, pupil, passerby,
The questions fell like hail, until
Evaluators had their fill
Of data or opinion—or
Were out of breath to ask for more.

* * * * * *

Thus might a cynic end the tale,
Implying that to slight avail
This all was done; Much benefit
Has come—and more is due—from it,
While Bedford happily stand through
Evaluation, storm and flu!

Seriously though, an evaluation results in much good to the evaluators and the evaluatees, so don't get us wrong.

Reprinted from *"The Connecticut School Administrator."*

NOTES FOR THE NOVICE

INEZ AHLERING
Reitz High School
Evansville, Indiana

A series of little things that count may help to make the path of the beginner easier right from the start. College and university courses have given preparation in the fundamentals of teaching and in the special subject fields, practice teaching has brought the prospective teacher in touch with young people, and publications are always available to the beginner, but more is needed. To help the new teacher to a good start these essentials are suggested.

Be Prepared

Outline the day's work thoroughly. Know the material to be presented. Try to put yourself in the place of the pupils in the class. List questions and anticipated answers by the pupils. Assume that the pupils know very little about the new material to be discussed; in this way, you will avoid skipping steps in the procedure. Teach—don't tell. Give pupils an opportunity to participate as you teach, for learning is an active situation. Demonstrate and illustrate whenever possible.

Be Friendly, But Dignified

Pupils like a friendly teacher, but they do not respect one who is "one of them". A teacher is a guide and a leader. Dignity commands respect. From the very first day, it is well to expect the best; otherwise, the "die is cast" and pupils measure the future by their initial experience. A well-organized first day sets the pace. It is well to remember that it is much easier to become more lenient than to build respect from chaos. Pupils *are* what the teacher *expects*.

Teach Self-Direction

From the very first day, teach pupils to enter the classroom or homeroom in an orderly fashion, to get to their assigned places promptly, and to begin work of some kind. Self-direction does not just "happen." It is taught. A definite assignment of seats the first day will facilitate roll call and aid in an orderly procedure.

Discuss with pupils a study or work plan to follow at the beginning of the period so that business-like habits will be formed. The teacher necessarily will have to give some direction for a short period of time until the procedure moves smoothly. This plan, however, provides time for the teacher to take attendance and do the other necessary routine which is common in any classroom. A frequent test on the material studied will emphasize the importance of this assignment.

Be Systematic

Plan carefully the details of the class period. The distribution and collection of printed materials that are used frequently by the class are made easy by numbering the copies. This system not only helps the teacher in the accounting of materials, but trains students to be careful and systematic with the property of others.

Organize the classroom procedure so well that there will be a minimum of lost time from one activity to another. Idle time encourages discipline problems. Pupils are quick to sense the fact that a teacher has

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not planned efficiently, is not sure what to do next, and is hoping the bell will ring soon.

An orderly and attractive room is conducive to learning. Order as evidenced by the teacher in her conduct of the classroom encourages order by the pupils. It is well to remember, also, that the school and the classroom may be the one bright spot in the every-day life of some pupils in the room.

Teach Care of Furnitrue and Equipment

Pupils will take care of equipment if they know the teacher expects it, for they are quick to realize what can and cannot be done in a well-ordered classroom. It is more pleasant to teach in a room where equipment is in good condition than in one where little attention has been given to care of property. No marks on furniture or equipment, chairs placed in their proper places when students leave, other movable equipment returned to its place—these things require teaching, but make the day's work lighter and happier for both teacher and pupils.

Develop Alertness

Nothing is more inspiring to a teacher than to look into the eyes of boys and girls. It is difficult at times, however, to interest everyone at the same time; but a teacher who has work well-planned, who knows the age group she is teaching, and who is alert herself, will keep alive the interest of the group through a discussion or activity in which she attempts to include everyone in the class. Good attention is a requisite to learning.

Emphasize Following Instructions

The following of instructions is essential in any learning situation. Is it important that pupils h e a d papers as instructed, place completed work in an orderly fashion in the proper place, check papers as directed, and return supplies to their places? The teacher who realizes the responsibility in the training of young people will reply in the affirmative. To follow instructions is an asset to any individual in any walk of life. Close supervision and planning by the teacher will aid in the development of this necessary habit.

Be Enthusiastic

Enthusiasm is essential to good teaching. Working with boys and girls who have limitless possibilities, who can be molded into fine citizens, who can be inspired to accomplish the best of which they are capable, and who are the community leaders and followers in the near future should challenge every teacher, beginner as well as experienced. Each day's work should mean new opportunities for doing something of lasting value. The voice, manner, and procedure of the teacher stimulate enthusiasm.

Don't Be a Sitter

Usually, a teacher who stands has a better command of the classroom than one who sits—especially a beginner. Genuine interest and alertness on the part of every pupil is more easily observed as the teacher stands. In general, pupils are just as much interested in seeing and hearing the teacher as the teacher should be in seeing and hearing the pupils in the class.

Promote Courtesy

Pupils appreciate courtesy not only by the teacher but also by fellow-students. They dislike sarcasm, misunderstanding, and curtness. A teacher should embody the qualities that bespeak a lady or a gentleman. At times, it may be difficult to maintain a courteous manner, but patience and politeness pay dividends in teaching as in other vocations. Attentive listening and a respect for the opinions of others are a part of the teaching process. "Please" and "thank-you" have a place in the schoolroom as well as in business and every-day life.

Speak to be Heard

Both teacher and pupils should speak to be heard. A good voice is absolutely essential. At times, pupils believe they are reciting f o r the teacher and speak in a tone that is heard only by those close to the desk. Pupils in the rear of the room find it impossible to hear, gain nothing from the recitation, and perhaps create a discipline problem. When pupils realize that an error is not something that brings a reprimand or a sarcastic remark, that everyone's opinions are respected, it is not difficult to impress upon them the importance of speaking in a tone loud enough so that the person farthest away can hear what is being said.

Praise Work Well Done

A good piece of work that is commended by the teacher tends to inspire pupils as well as to establish high standards of work. Commendation accomplishes more than adverse criticism, although the latter does have a place in education. Comments to the class or to an individual and the use of the bulletin board are valuable aids to encourage self-improvement.

Remember the Little Things

Excellent background, mastery of subject matter, and a knowledge of the principles of teaching are essential—but these alone will not make a successful teacher. It's the little things that count! It's t h e little things that make or break the teacher.

The two highest states in terms of percentage of income spent on education last year were South Dakota with 3.65 *percent and New Mexico with* 3.6. *The lowest were Missouri with* 1.76 *and Massachusetts with* 1.64, *according to U. S. Chamber of Commerce statistics.*

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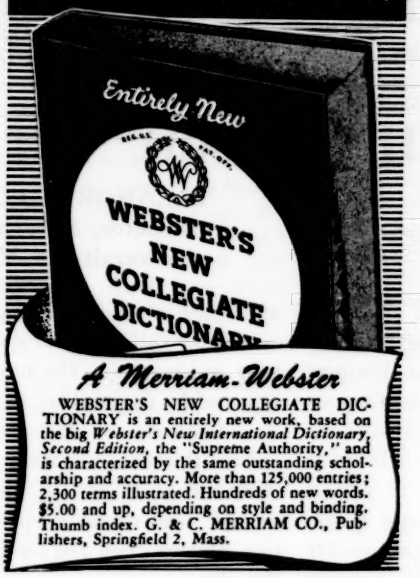

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TEACHING A LA TURKEY

MARGERY W. STEER

The Village Institutes of Turkey were started about a dozen years ago as an experiment in teacher training. Briefly, their plan is to take outstanding young people from the rural villages, educate them at public expense, and send them back to the villages to serve as teachers and community leaders. Students who are chosen to receive this preparation agree to serve as village teachers for at least ten years.

The curriculum of the five year course includes courses in three general fields: culture, agriculture, and crafts. The daily schedule includes folk dancing and cultural reading in addition to classes and study. All graduates must know a number of regional dances and must play a musical instrument.

In the third year of his training the student is assigned to the village which he will later serve, so that he may begin to get acquainted with the people and their needs. Upon graduation he is provided with a schoolhouse and a home, both of which must be furnished by the village, and is given some land and equipment so that he can set up a demonstration farm and workshop. This is both a teaching method and a way for the teacher to supplement his modest salary.

The duties of the village teacher cover a wide range of activities. He teaches both adults and children to read and write. (As recently as 1928 Turkey was 85% illiterate!) He gives instruction in better farming and home-making methods, in public health, in soil conservation. He frequently organizes cooperatives. He acts as a channel through which the villagers learn of the world outside their borders. He encourages various cultural activities. This is a large order but it is interesting to find that the teacher may expect or even demand, help from the people. All male citizens are expected to contribute twenty days work a year toward village projects.

Danger always lurks in state-subsidized and state-controlled system of education. It is not suggested that we adopt Turkey's solution to the problem of teacher training. However, we can detect in the program and philosophy of the Village Institutes a number of principles which

have been frequently ignored or forgotten in our American educational pattern: (1) The best of our rural young people should be encouraged to return to the rural community and should be prepared for a type of teaching that will fit rural needs. (2) The function of the teacher is conceived to be community pioneering. As a community leader the teacher thus holds a position of authority and respect. (3) Citizens must be made to feel an obligation to contribute to community enterprises initiated by the teacher.

One of Christopher Morley's characters declares that life consists of three aspects: earning, learning, and yearning. Turkey's teacher training program recognizes all three of these human needs and prepares the teacher to help create a community in which these needs can be met. Ours should do no less!

SOMETHING TO DO WITH SPEECH

ELEANOR M. LUSE
Director, Speech Clinic
University of Vermont

When one realizes that children speak by imitation, that they take on muscle tensions similar to those of the persons they are with and that the speech of the teacher sets the pattern for the classroom, it is evident that the classroom teacher cannot carry on a program of speech improvement if her own voice and speech are poor. Morris and Huckleberry (1) obtained self ratings from approximately a thousand public school teachers on the classroom time consumed by them in talking. The ratings varied from twenty to ninety-five per cent of the classroom time used by the teacher, but the average ratings were well above fifty per cent. The speech pattern for fifty per cent of the classroom time should be a good one.

How many teacher training institutions prevent a student from entering the teaching profession when the voice and speech are poor? I know one institution in Boston which took that stand some years ago and consequently the students did something constructive about voice and speech training. Anderson (2) reports on the testing and corrective program at Stanford University. Fifty-one per cent or slightly over half of their prospective teachers were not approved. Twenty per cent were approved conditionally, but it is significant that thirty-one per cent were deferred because of serious speech and voice defects. When business firms, such as banks, think it's poor business to employ persons with unpleasant voices, isn't it poor business in the educational world to permit teachers with poor voices and speech defects to set the speech pattern for over fifty per cent of the classroom time?

This problem can be met through adult education courses and in-service training. Some teachers take such courses in the summer session. Several teachers last summer during a course in voice and diction said, "This is the first course that really did anything for me. My other courses have always been content or methods courses."

Besides understanding what constitutes good voice and speech, the teacher should have a basic knowledge of the principles of speech correction. She should be able to recognize the various speech disorders. A speech survey was made of one school by a speech therapist after each teacher had reported the number of children with speech problems in her room. The total number reported by the teachers in the school was fourteen; by the speech therapist, thirty-nine. Many teachers don't recognize the lisp in first and second graders as a speech deviation because they are conditioned to the lisp.

Besides recognizing speech disorders, the public school teacher should know which speech problems she can handle and the remedial procedures to follow. After referral of the other cases, she should be able to cooperate with the speech specialist in remedial work.

Again the teacher can get this background and training in summer session courses, adult education courses, and in-service courses. The dilemma which faces both the teachers and the speech clinic is that introductory courses such as the aforementioned carry undergraduate credit; consequently the teacher finds herself forced to take other courses which will satisfy requirements for the advanced degree. This is a real problem in the educational program of the university clinic.

As Gladstone put it, "All time and money spent in the training of speech and voice is an investment that pays a greater dividend than any other."

(1) *Morris, D. W. and Alan Huckleberry, "The Student Teacher's Speech," Quarterly Journal of Speech, December* 1943.

(2) *Anderson, Virgil "Speech Needs and Abilities of Prospective Teachers", Quarterly Journal of Speech, April* 1944.

THE NEWS DIGEST

Chicago Schools Extend Facilities

CHICAGO, ILLINOIS — Chicago public schools reopened last month with an enrollment of 360,700. Several experimental projects being undertaken by the system are attracting the attention of educators elsewhere. A class of 15 children with severe mental retardation is being conducted to determine whether the schools can do more for the 4,000 other Chicago children who have similar but less serious handicaps. Classes to train practical nurses and dental assistants have also been added to the curriculum.

According to county superintendent Edward Simon, Chicago and Cook county will have plenty of teachers. More men and women applied for positions than were needed for a reserve pool of substitutes.

Teachers Raise Voted But No Funds

BOSTON, MASS. — After a summer-long debate, the Boston School Committee voted a pay rise of $68 to this city's 3502 teachers for the quarter ending December 31, only to have school officials announce that the boost might have to be met through cuts in "essential services."

According to Superintendent Dennis C. Haley, 400 temporary teachers might face payless paydays, if not layoffs and the operation of evening schools and athletics departments might be halted, if additional funds were not forthcoming.

"Activities" Halted In New York Schools

NEW YORK CITY — The High School Teachers Association of this city, prime mover in the cessation of after-school activities in 80 high schools in lieu of $600 salary increase for teachers, has announced that its members will not resume their direction of extracurricular functions until committee findings on the salary question are put into effect.

At a summer meeting, the city's Board of Education voted to have a nine-man committee study the salary problem, the work load of all teachers, and the compensation of teachers in academic and vocational schools.

Raymond Halloran, H.S.T.A. president, "deplored" delaying tactics on the part of the Board and cited the rise in the cost of living since the onset of the Korean war as evidence of the teachers' financial plight.

School Bus Issue Raised in Ohio

AVON LAKE, OHIO — After public school bus drivers here had defied a school board ruling against transporting private school pupils on publicly financed conveyances by picking up Catholic school children, a heated emergency meeting of the board was held here. The board decided to stand by its decision, ordered the drivers to stop their practice and announced that the community did not have enough busses to carry both public and parochial school children.

The Rev. Carl Wernet, pastor of the local Catholic school was backed by Msgr. Clarence X. Elwell, Superintendent of Roman Catholic schools in the Cleveland diocese in demanding before the meeting that his pupils receive transportation as the children of taxpayers.

Educators Prepare to Meet Mobilization Challenges

Thousands of educators throughout the country are showing concern about what may happen to public education as a result of the Korean war. At the same time every effort is being made to prevent undue weakening of the schools during the emergency and to carry on the educational program as usual.

Dr. Jesse P. Bogue, executive secretary of the American Association of Jr. Colleges, warned recently against the wartime danger of overstressing vocational at the expense of general education, teaching only the "discipline of the three R's" and neglecting human relations.

John M. Eklund, President of the American Federation of Teachers voiced the opinion that freezing of salaries at their present levels would cause a mass exodus of teachers to other professions.

News of the failure on the part of some American toops in Korea to understand what they are fighting for has led many social studies teachers to attack their subject matter with renewed vigor.

Meanwhile a special five-man committee of educators is in constant touch with federal agencies concerning problems that may grow out of mobilization. Members are Willard E. Givens, Executive Secretary of the NEA; Ralph McDonald, Executive Secretary, NEA National Commission on Teacher Education and Professional Standards; Edgar Fuller, Executive Secretary, National Council of Chief State School Officers; and L. H. Dennis, Executive Secretary of the American Vocational Association.

Better Schools to Come From Corn Flakes Profits

Education schools of Harvard, Columbia and the University of Chicago have accepted several hundred thousand dollars of a $3,000,000 prospective grant from the W. K. Kellogg Foundation, aimed at strengthening their facilities for equipping school administrators to do a better job. Eventually the gift, made possible by the profits from breakfast cereals, will be extended to other universities for similar use in broadening the preparation of educational executives and improving those already so employed.

Announcements issued by Columbia and Harvard spokesmen indicate that plans are afoot for setting up new courses and work shops for would-be and actual administrators, and for enlisting the cooperation of other departments such as business administration, economics, sociology, health and government, so that school heads may obtain all the light possible on their increasingly complex problems. At the same time, studies will be made on existing practices in typical school systems and various forms of research will be undertaken that

Trying to Turn TV To Use for Education

While many educators deplore the impact of television upon pupils who sit up late nights to watch its varied and allegedly overstimulating programs, other schoolmen and institutions are engaging in attempts to utilize the newest means of audio-visual communication for instructional purposes. The public schools of Baltimore, Philadelphia and Chicago have been quick to adopt TV as an educational adjunct by actually equipping classrooms with receiving sets. St. Louis and Minneapolis send classes into local studios to stage programs for children in their homes, where adults also may observe. Boston schools are co-operating with the Massachusetts Department of Education, Boston University School of Education and Encyclopedia Britannica Films in a test of TV possibilities.

Meanwhile the University of Michigan has instituted what it calls Video University, where certain of its professors will deliver a course of lectures addressed to the general public but enrolling students who pay fees and will receive credit for examinations passed and assignments performed as in regular classrooms. Spokesmen for the university voice high hopes for the project, which will enable instructors to show charts, films and all the other illustrative materials heretofore available only to students attending courses in person.

Advocates of extending TV's introduction into the schools point out its advantages and predict widespread adoption, despite the substantial costs entailed — an estimated $100,000 for a city of 75,000 population. But many educators are still doubtful or think the claims of TV proponents fantastic.

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have hitherto awaited the needful financial support.

The overall purpose is to bring about betterments in the nation's publis schools by working from the top down and perhaps meeting the work that has so far been accomplished from the bottom up.

The announcements hint at further efforts to arrange opportunities for students in administration to serve interneships before taking over the full responsibilities of a superintendency.

More Southern Colleges Now Admitting Negroes

Negroes have gained ground recently in their fight for admission to colleges and universities in the South, the region where less than a century ago it was forbidden to teach a Negro slave to read and write.

The University of Virginia was ordered by a three-judge federal court last month to admit qualified Negroes to its law school. Gregory Swanson, a practicing attorney from Martinsville, Virginia, had brought suit against the university.

In Kentucky, where much had been done to accept the letter and spirit of Supreme Court rulings previous to those made in favor of Negroes this past summer, Berea College, the University of Louisville and four other colleges opened their doors to Negroes for the first time this fall. Previously only the University of Kentucky had admitted Negroes.

Some Negro students are now enrolled in graduate schools in Missouri, Arkansas, Oklahoma, Texas and Maryland. Negroes seeking admission to the University of North Carolina, Louisiana State University and the University of Florida have filed suits, which are pending.

English Teachers' Group To Hold Fall Meeting

NEW HAVEN, CONN. The fall meeting of the New England Association of Teachers of English will be held at the Hotel Taft here, October 20-21. For details of the program, write the president, Mr. Edward T. Hall, St. Mark's School, Southboro, Massachusetts.

N. D. Community Votes Tax Boost for Schools

FARGO, N. D. — Citizens of this community have a $2,000,000 school building program underway to help combat overcrowding and the use of buildings now termed firetraps. They started the program by voting to boost their own taxes by 5.7 mills. Through the Citizens School Committee, the support of the PTA, the Fargo Trades and Labor Assembly, the Chamber of Commerce and other local organizations was secured. Press, radio and churches joined in the campaign. Teachers and administrators merely supplied statistics and information about the school system, while lay citizens carried out the job of public education. Result — an informed citizenry and a $2,000,000 bond issue that indicates their concrete support of education.

U. of Wisconsin Head Calls for Preparedness

MADISON, WISC.—In a recent statement, Pres. E. B. Fred urged University of Wisconsin students to keep mentally and physically prepared for developments in the world situation. Terming the University "an outpost", not a "shelter", he praised the work of student groups in support of the United Nations and their interest in forums, conferences and lectures. According to Pres. Fred, a Defense Resources inventory is "exploring the ways in which the University may make its most effective contribution toward national defense and toward world peace."

N. H. Teachers Get New Pension Plan

CONCORD, N. H. — Applications for benefits under this state's new pension plan poured into the statehouse here last month. Under the new law, payments are based on the average salary for the five years preceeding retirement. The teacher gets 1/80th of that amount, times the number of years service up to 40.

Increased pensions are already going out to the state's 151 retired teachers. In some cases, those benefits have risen sharply. Thus a Dover teacher who retired in 1944 after 50 years service is now drawing $51.97 per month, instead of the ninety-two cents she was receiving previously.

Speech Conference Slated For December

The Mid-Century Conference of the Speech Association of America, which will be held at the Hotels Commodore and Roosevelt, in New York City, December 27-30, will feature addres-

ses by speakers representing the American government, the United Nations, and many national and international organizations. Sectional meetings will cover the various phases and levels of the speech program.

For further information, write to Professor Loren D. Reid, Executive Secretary, 111 Switzler Hall, University of Missouri, Columbia, Missouri.

U. of Mich. Sets Up School of Resources

ANN ARBOR — Spurred by worry over the country's declining natural wealth, the University of Michigan has set up a School of Natural Resources, which will expand on the activities of the present School of Forestry and Conservation.

Open this fall for the first time, it will develop conservation programs and will tie in with the university's departments of geology, geography, history, economics, political science and others.

Cooperative, Democratic Teachers Preferred

EVANSTON, ILL. — First to twelfth grade pupils most admire the teacher who has a "cooperative, democratic attitude." This is the opinion of Dr. Paul A. Witty, Northwestern University professor of education, who recently read 90,000 letters written to the Quiz Kids radio program on the subject "The Teacher Who Helped Me Most."

Among the qualities rated high by the students were "kindliness and consideration for the individual", "patience", "wide interests", "pleasing personal appearance and manner," "fairness and impartiality", "sense of humor", and "good disposition and consistent behavior."

600 Youngsters Join In Toothbrush Drill

WALPOLE, MASS. In this "tooth-consciouscious" town, 600 children are getting together every day for a brisk three minutes of work with school-supplied dentrifice and brushes. The program, begun as part of a Tufts Dental Clinic study of a penicillin dentrifrice, is popular with local mothers as well as teachers.

When the tooth powder being tested received Federal authorization for prescription sale recently, Dr. Paul Dunbar, U. S. Food and Drug Commissioner, announced that tooth decay among the Walpole children had been reduced 55%. Classroom drills are being continued for their habit-forming value, despite occasions when children headed for home with fresh supplies of dentifrice decided it made fine gun-powder for cowboy and Indian battles.

New Lighting Idea Puts Teacher in Rear

DALLAS, TEX. — Some children returning to school this fall may find they won't have to face teacher any more.

She'll be there, of course, but modern classroom design has placed her at the rear of the room and at the backs of her children.

It makes for better discipline, since the children won't know whether teacher is looking, according to R. L. Bieselle, Jr., professor of electrical engineering at Southern Methodist University.

Seven schools built during the last year follow this new principle of seating, to give every pupil a break and to eliminate "areas of high brightness in the visual field."

Seats and aisles are not aligned in straight rows, but are curved to take advantage of large windows which, in many cases, make up entire walls of rooms.

N. H. School Lunches Farm Outlets

DURHAM, N. H. The school lunch program in New Hampshire provided an outlet for almost $2,000,000 worth of local farm products last year. Twenty-six thousand, five hundred youngsters in the state's public and private schools ate noon meals under the program. In addition, more than 90,000,000 pounds of surplus food donated by the U. S. Department of Agriculture under the farm price support program were distributed to northeastern schools.

Fall Enrollments Set New Record

NEW YORK — Some 30,500,000 students were enrolled in elementary and high schools this fall, according to Metropolitan Life Insurance Company statistics. Dr. Louis Dublin, chief statistician for the company forsees a continuing rise in school enrollments in every section of the country.

Meanwhile school building programs continue in the attempt to provide adequate facilities for the expanding school population. It is anticipated that school construction will be slowed down by the Korean war and those communities where new buildings have already been provided represent a bright spot in the general picture.

Bates to Offer Two In-Service Courses

LEWISTON, MAINE — Two special courses for teachers in this area will be offered by Bates College, beginning this month. An undergraduate course, Principles of Guidance, taught by Mr. Arvard V. Webster, director of guidance of the Auburn public schools, is open to all members of the profession. Dr. Doyle Bortner, chairman of the Department of Education and Psychology, is teaching Public Relations for Schools, a graduate course.

Teacher Honored for Character Building

DETROIT, MICH. — A teacher who uses pupil criticisms to improve her professional effectiveness was selected as September Teacher of the Month by the Detroit Teachers Association. Impressed by her "respect for a child's personality and her unfailing success in building character," parents of Ford School students nominated Miss Eula Leonard for the honor. The mothers commended Miss Leonard's practice of letting her sixth graders write her letters at the end of the semester describing what things had helped them most and what might have helped them more.

Rural Children Called to School

WASHINGTON, D. C. — Spearheaded by the Department of Labor, a campaign to get farm children and the children of migrant workers into the schools is underway. Children under 16 years of age who work on commercial farms will be protected by Federal legislation for the first time and an attempt will be made to reach migrant workers and parents who keep children out of school to work on home farms, and to convince them of the importance of education.

The need for the campaign is shown by the fact that the illiteracy rate for rural areas is twice that of urban communities. Last year, for ex-